



ED 7301: CLINICAL PRACTICE IN COUNSELING

School Counselors

Sul Ross State University

Fall 2021

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On Campus Office Hours: by appointment

Off Campus: virtual by appointment

The instructor is available via email (for personal correspondence), Blackboard Discussion Board for class questions and clarifications), and, in case of an emergency, telephone.

COURSE PREREQUISITES:

All Courses must be completed. This course must be taken in your last semester of classroom course work

CATALOG COURSE DESCRIPTION:

Provides a conceptualization of the counseling process and clinical interviewing; emphasizes development of the counseling skills necessary to function appropriately as an entry-level counselor in a variety of settings. Training is done through role-plays, coaching, and experiential activities. Includes presentation of case studies applicable to current issues, multicultural concerns, legal decisions, and ethics in the field.

REQUIRED TEXTS:

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Cormier, S. (2016). *Counseling strategies and interventions for professional helpers* (9th ed.). Hoboken, NJ: Pearson.

Young, M. E. (2021). Learning the art of helping: Building blocks and techniques (7th ed.). Hoboken, NJ: Pearson.

TEXES STANDARDS:

TEXES standards addressed in this course are:

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth.

Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

Standard	Description	Assignment	Assessment	SLO
I. (1)	the history and philosophy of counseling	Case Conceptualization	Comprehensive Exam	SLO 1,2,3
I. (2)	counseling and consultation theories and practices	Case Conceptualization	Comprehensive Exam	SLO 1,2,3
I. (5)	assessment principles and procedures, including the appropriate use of tests, test interpretation, and test results	Case Conceptualization	Comprehensive Exam	SLO 1,2,3
I. (14)	counseling-related research techniques and practices	Case Conceptualization	Comprehensive Exam	SLO 1,2,3
II. (7)	participate in the selection, use, and interpretation of assessments and assessment results	Case Conceptualization	Comprehensive Exam	SLO 1,2,3
III. (3)	use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change	Case Conceptualization	Comprehensive Exam	SLO 1,2,3
IV. (1)	understand learner differences, including those related to cultural	Case Conceptualization	Comprehensive Exam	SLO 1,2,3

Standard	Description	Assignment	Assessment	SLO
	background, gender, race, ethnicity, socio-economic levels, academic ability, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners			
IV. (5)	understand how environment and behavior may impact or influence individual learners	Case Conceptualization	Comprehensive Exam	SLO 1,2,3
IV. (7)	understand how family values, group membership, and culture intersect	Case Conceptualization	Comprehensive Exam	SLO 1,2,3
V. (1)	demonstrate effective communication through oral, written, and nonverbal expression	Case Conceptualization	Comprehensive Exam	SLO 1,2,3
VI. (1)	use reflection, self-assessment, and interactions with colleagues to promote personal professional development	Case Conceptualization	Comprehensive Exam	SLO 1,2,3

TEXES COMPETENCIES:

Student knowledge and application of the four domains and 10 competencies are required for students to successfully pass the TExES. In other words, the domains and competencies are test specific and will be addressed when students take the following test. In order to help students with this task, all school counseling students are required to spend six hours in the Certify Teacher school counseling practice test site. A minimum score of 85% must be made on each of the 10 competencies tested before Sul Ross State University can submit approval for the student to take the TExES.

TExES competencies addressed in this course are:

DOMAIN I—KNOWLEDGE OF LEARNERS

Competency 001 (Human Development and Learning)

Competency 002 (Diversity and Cultural Competence)

DOMAIN II—THE COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Competency 003 (Guidance)

Competency 004 (Responsive Services)

Competency 005 (Individual Planning)

Competency 006 (Systems Support)

DOMAIN III—THE PROFESSIONAL SCHOOL COUNSELOR

Competency 008 (Communication, Consultation, and Collaboration)

Competency 009 (Professional Practice)

DOMAIN IV—ANALYSIS AND RESPONSE**Competency 010 (Analysis and Response)**

Domain Competency	Description	Assignment	Assessment	SLO
I. 001. A-G	Understand theories and processes of human development and learning as well as factors that influence development and learning.	Case Conceptualization	Certify Teacher	SLO 1,2,3
I. 002 A-H	Understand diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students.	Case Conceptualization	Certify Teacher	SLO 1,2,3
II. 003 A-F	Understand instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated in The Texas Model for Comprehensive School Counseling Programs.	Case Conceptualization	Certify Teacher	SLO 1,2,3
II. 004 A-K	Understand techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development	Case Conceptualization	Certify Teacher	SLO 1,2,3
II. 005 A-G	Understand techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development.	Case Conceptualization	Certify Teacher	SLO 1,2,3
II. 006 A-E	Understand procedures, processes, and strategies for providing systems support.	Case Conceptualization	Certify Teacher	SLO 1,2,3
III. 008 A-G	Understand practices and strategies for effective communication, consultation, and collaboration within the school and community.	Case Conceptualization	Certify Teacher	SLO 1,2,3

Domain Competency	Description	Assignment	Assessment	SLO
III. 009 A-J	Understand the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling.	Case Conceptualization	Certify Teacher	SLO 1,2,3
IV. 010 A-D	In a written response, analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs and design an effective intervention.	Case Conceptualization	Certify Teacher	SLO 1,2,3

19 TAC §228.30 include:

Mental Health, Substance Abuse, & Youth Suicide
19 TAC §228.30(c) (3)

COURSE OBJECTIVES:

The student will:

1. Review current literature and practice on the nature of the helping relationship.
2. Demonstrate a practical understanding of basic responding skills through counseling role play activities.
3. Actively participate in class activities, which includes assuming the role of counselor or client, as requested.
4. Observe peers and offer critique on the appropriateness of their counseling behaviors.
5. Compare and contrast counseling techniques appropriate for various client populations, including multicultural populations.
6. Demonstrate an ability to apply current legal and ethical thinking to the practice of counseling.
7. Examine how stress can lead to therapist impairment, and develop a personal strategy for maintaining health and wellness.

STUDENT LEARNING OUTCOMES:

The student will be able to:

1. Demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect client's ability to achieve their potential
2. Demonstrate their ability to plan, implement, and evaluate a developmental counseling program, this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and

interventions to address personal, interpersonal/social, and educational needs.

3. Demonstrate the ability to communicate and collaborate effectively with others in diverse settings, including the community in order to facilitate client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

COUNSELOR EDUCATION MARKETABLE SKILLS:

1. Graduates will demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.
2. Graduates will demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.
3. Graduates will demonstrate knowledge of human growth development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

DISTANT LEARNING STATEMENT

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

ACADEMIC INTEGRITY:

Students in this class are required to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be timely, prepared, and focused. Meaningful, respectful, and pertinent online participation is also expected.

Examples of academic dishonesty include but are not limited to: submitting work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation.

SAFE ASSIGN:

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism. You can check your similarity report and make corrections if needed. With your similarity report, you will note

highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 20% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system is telling you what you have written is too similar to another source and you need to make corrections. You may need to change up some of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. You can submit your paper as many times as you would like. This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly similar to another source.

ADA (Americans with Disabilities Act)

SRSU DISABILITY SERVICES:

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the Student's responsibility to initiate a request. Please contact me, Ms. Rebecca Greathouse Wren, M.Ed., LPC-S, Director/Counselor, Accessibility Services Coordinator, Ferguson Hall (Suite 112) at 432.837.8203; mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Students should then contact the instructor as soon as possible to initiate the recommended accommodations.

ATTENDANCE POLICY:

You are responsible for reviewing the university policies on Absences and Class Attendance in the SRSU Student Handbook. Because this is such an abbreviated weekend format course, attendance at and prompt arrival for ALL class sessions is required to pass this course. If unable to attend a class session, please contact the instructor and know that you will be dropped from the course. Missing a single day of the two-day-weekend format classes will cause you to be dropped from the course. SRSU

PARTICIPATION POLICY:

Since ED 7301 is an online course, participation will be evaluated in Blackboard online discussions. It is the student's responsibility to check the Discussion Board and Sul Ross email DAILY for the duration of the course. In order for you to remain enrolled in ED 7301, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadline posted on the Due Dates listing contained in this syllabus. It is policy at Sul Ross State University that if a student is enrolled in an online course and fails to stay active for a period of 3 weeks, fails to submit assignments, and/or does not reply to emails from the instructor, he/she will receive a final grade of "F." You may access the "Online Participation Policy" forum by entering Blackboard, then selecting Discussion Board. Please follow the directions regarding your required response.

COURSE REQUIREMENTS:

Technology Requirements: Since the Counselor Education Program is a predominately web delivered program, students are required to have their own computers and internet that can handle the required technology, including audio, a camera, Chrome, Blackboard, Zoom, youtube, and other applications. Not having the technology at your disposal at any time is not an

excuse for failure to submit an assignment, join in a Zoom or Blackboard session, or take an exam.

Students will:

- *Attend all virtual classes and participate in discussions and activities. Failure to attend a class will result in course failure.*
- *Complete reading assignments and study the material prior to class meetings.*
- *Complete out-of-class assignments and deliver in-class presentation.*
- *Take exams.*
- *Practice professional conduct and ethics.*
- *Practice respectful learning exchanges*

General Format for Written Work.

Papers must be typed using APA format. Which includes, 1 inch margins, 11-point Ariel type, and double line spacing. Begin numbering with the title page, edit for spelling, grammar, clarity, and logic of idea development.

SafeAssign is used to assist with quality of writing.

NOTE: Your writing reflects your professionalism. A paper with multiple errors will receive a reduction in grade. Along with your 7th Edition APA manual, <http://www.apastyle.org> is a good reference web site for APA guidelines. Typically, each paragraph will have at least one cited source. Even if you have re-written the information in your own words, you must cite the source. If you use a quote the page number from where it came from in the source is required.

Personal Wellness Plan.

This assignment is intended to help you become more aware of and comfortable with practicing self-care. Counseling requires focusing on the needs of clients. Counselors must recognize that if they do not care for themselves, they eventually will no longer be able to provide care for their clients. Self-care is both a practical necessity and a professional ethical mandate. Develop your own personal wellness action plan: -Consider your main spheres of activity—academics, family, finances, work, etc. -Identify specific stresses in your life. -Create an integrated plan that addresses your specific stresses. -Explain how each of your chosen coping strategies will help. (Specific instructions are provided in Blackboard)

Case Presentation.

This assignment requires you to demonstrate your ability to organize your clinical thinking about a case and provides an opportunity for you to show your counseling-related skills. The instructor will assign a fictitious individual, in a school, counseling center, or other professional counseling setting. You will “flesh out” the details of your case and prepare both an oral and a written case presentation. (Specific instructions are provided in Blackboard)

The oral presentation must include information from: -assessment and/or testing,

- your diagnostic formulation,
- your initial treatment plan, and
- portions of an interview.

The interview may be enacted live, read to the class, or presented in an audio or video recording.

Your oral presentation must be at least 20 minutes. (You will be penalized for not meeting the time requirement or exceeding the time limit by 5 minutes, and may be cut off, so please develop and practice your presentation to fit within the time limit.)

(Specific instructions are provided in Blackboard)

NO phones, lab tops or tablets other than what you are using to Zoom for class are allowed while other students are presenting.

EVALUATION/GRADING POLICY:

Your grade for this course will be determined by evidence of the quality of your learning as demonstrated by your performance on the following:

Personal Wellness Plan	20%
Case Conceptualization Paper	20%
Oral Case Conceptualization Presentation	20%
Exams	30%
Participation (Practice Cases)	10%
Course Grade:	A B C F
	91% - 100% 81% - 90% 71% - 80% Below 71%

NOTE: Graduate students must maintain a 3.0 GPA to remain in good standing.

Late work will not be accepted

If you make a C, you will retake the course.

Each student will be expected to stay in regular communication with their professor and will be required to respond to emails sent to your Sul Ross email and/or telephone calls initiated by the professor within two days. If a timely response is not received, 50 points will be deducted from your overall grade. (No Excuses)

ASSIGNMENT DESCRIPTIONS NOTE: **Late work is not accepted.**

SCHEDULE/DUE DATES:

Please complete the reading assignments and study the material PRIOR to each class. Come prepared to discuss the material in class. Late work is not accepted.

August 23 – Online ED 7316 course officially begins

Introduce yourself and sign the online participation policy in Discussion – Due August 27

MODULE ONE

Prepare for Class

MODULE TWO - SESSION 1 - Class will meet in Teams from 9 am (CST) to 5 pm (CST)

Saturday, September 11

- Be prepared to answer the following questions:
- What is your greatest fear in terms of using counseling skills? How will you overcome this fear?
- What are your goals for this class?
- Discuss the Syllabus and assignments
- Ethical Codes
- Hofstede's Axis of Cultural Values
- Bronfenbrenner's Micro and Meso Systems
- Counseling Theories
- Also be prepared to discuss the assigned text chapters
- Young: Chapters 1, 2, and 3
- Cormier: Chapters 1, 2, and 3

Sunday, Sunday September 12

- **Exam 1:** Young: Chapters 1, 2, and 3
- **Exam 1:** Cormier: Chapter 1
- **Exam 2:** Cormier: Chapter 2
- **Exam 3:** Cormier: Chapter 3

MODULE THREE

Prepare for Class

MODULE FOUR - SESSION 2 - Class will meet in TEAMS from 9 am (CST) to 5 pm (CST)

Saturday, October 2

- ABCs of LBTQIA in Counseling – Dr. Nate Smith, SRSU
- LGBTQ Assessments sponsored by the ACA
- Personal Wellness Plan
- Discuss Case Conceptualizations – Carole and Derek
- *What about Bob?* Due
- Adult Assessments
- Child and Adolescent Assessments
- Suicide Assessments
- Kognito: At-Risk Populations Assessments
- Young: Chapters 4, 5, and 6
- Cormier: Chapters 4, 5, and 6

Sunday, October 3

- **Exam 2:** Young Chapters 4 ,5, and 6
- **Exam 4:** Cormier: Chapter 4
- **Exam 5:** Cormier: Chapter 5
- **Exam 6:** Cormier: Chapter 6
- **Kognito** – At Risk for Elementary School Educators, At Risk for Middle School Educators, At Risk for High School Educators Certificates

MODULE FIVE

Prepare for Class

MODULE SIX - SESSION 3 - Class will meet in TEAMS from 9 am (CST) to 5 pm (CST)

Saturday, October 23

- Young: Chapters 7, 8, and 9
- Cormier: Chapters 7 and 8
- Discuss Personal Wellness Plan
- Mindfulness, Relaxation and Self Care - Gregory Hickey, LPC

Sunday, October 24

- Personal Wellness Plan by 12:00 (CST), Midnight (Submit through Blackboard)
- **ACA** – LGBTQ Certificates Due
- **Exam 3:** Young Chapters 7, 8, and 9
- **Exam 7:** Cormier: Chapter 7
- **Exam 8:** Cormier: Chapter 8
- **LGBTQ** – Training Certificate

MODULE SEVEN

Prepare for Class

MODULE EIGHT - SESSION 4 - Class will meet in TEAMS from 9 am (CST) to 5 pm (CST)

Saturday, November 13

- Young: Chapters 10, 11, and 12
- Cormier: Chapters 9 and 10
- Oral Case Presentations (in TEAMS)

Sunday, November 14

- Written Case Presentation by 12:00 (CST), Midnight (submit through Blackboard)
- **Exam 4:** Young Chapters 10, 11, and 12
- **Exam 9:** Cormier Chapters 9
- **Exam 10:** Cormier Chapter 10

WRITING RUBRIC FOR ALL WRITTEN ASSIGNMENTS AND DISCUSSIONS:

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
Integration of Knowledge	The paper did not incorporate knowledge from the literature or class in relevant and meaningful ways	The paper somewhat incorporated knowledge from the literature in relevant and meaningful ways	The paper incorporated knowledge from the literature in relevant and meaningful ways	The paper effectively incorporated knowledge from the literature in relevant and meaningful ways	The paper very effectively incorporated knowledge from the literature in relevant and meaningful ways	
Organization and Presentation	The paper lacked topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper occasionally included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently and effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper uniformly and very effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	
Focus	The paper's topic lacked focus and a clear direction	The paper's topic had occasional focus, direction, and purpose	The paper's topic had focus and clarity of direction and purpose	The paper's topic had effective focus and clarity of direction and purpose	The paper's topic had very effective focus and clarity of direction and purpose	
Level of Coverage	The paper lacked depth, elaboration, and relevant material	The paper occasionally included depth, elaboration, and relevant material	The paper included depth, elaboration, and relevant material	The paper effectively included depth, elaboration, and relevant material	The paper very effectively included depth, elaboration, and relevant material	
Grammar/ Spelling	The paper contained	The paper contained	The paper contained	The paper contained	The paper contained no	

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
	numerous errors of grammar and spelling	some errors of grammar and spelling	very few errors of grammar and spelling	only one or two errors of grammar and spelling	errors of grammar and spelling	
References and Sources	The paper did not include content from peer reviewed journal articles and/or scholarly books/book chapters and instead cited web site material of questionable veracity	The paper included content from a few peer reviewed journal articles and scholarly books/book chapters and instead included material from web sites of questionable credibility	The paper included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	The paper effectively included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	The paper very effectively included content from peer reviewed journal articles or scholarly books/book chapters and only included material from credible web sites	
APA Style	The paper did not use APA style	The paper was partly based on APA style	The paper was mostly based on APA style	The paper was based on APA style with only a few exceptions	The paper was completely and accurately based on APA style	
Total Score						
Mean Score						

Comments: _____

Student Name: _____ A# _____

Assignment: _____ Date: _____